

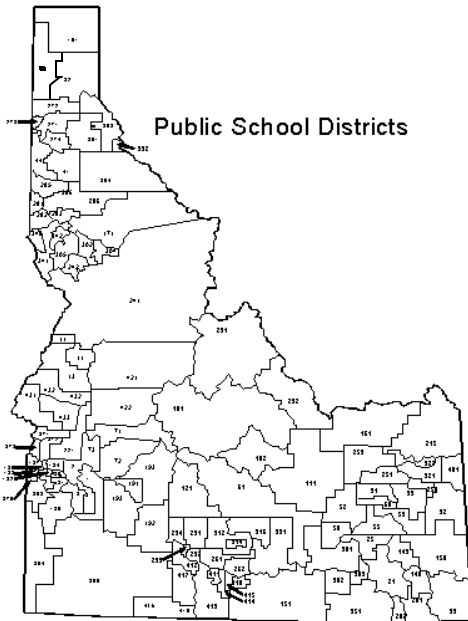
Lake Pend Oreille District #084

Bonner County

901 Triangle Dr, Sandpoint, ID. 83864

Phone: (208) 263-2184 Fax: (208) 263-5053

Dr. Roy Rummler, Superintendent



District Characteristics 1999-00

| | | | |
|---------------------------------------|-------|---|--------|
| Fall Enrollment 1999-00 | 4,147 | Special Education: | |
| Average Daily Attendance | 3,841 | Special Education Students | 415 |
| State Ranking per ADA | 18 | Gifted and Talented Students. | 84 |
| Number of Schools (sites): | | Number of LEP Students**. | 3 |
| Elementary. | 7 | National School Lunch Program: | |
| Secondary | 5 | Average Daily Participation. | 1,644 |
| Number of Accredited Schools: | | Free and Reduced Meals. | 1,486 |
| Approved. | 11 | Lunch Price - Elementary. | \$1.60 |
| Approved with Merit. | 0 | Lunch Price - Secondary | \$1.90 |
| Approved with Warning | 0 | Pupil Transportation Program: | |
| Not Approved. | 0 | Average Daily Ridership 1998-99. | 1,555 |
| High School Graduates: | | District Owned Operation | |
| High School Diplomas-Regular. | 289 | * Certificates of Completion issued at a district level | |
| Other Completions*. | 0 | ** Limited English Speaking (LEP) | |

Superintendent's Highlights

This has been the year of strategic planning and action. In June of 1999, a group of community members, staff and students was brought together to continue the previous work done and to develop details of focus areas and action plans. Also, July 1, 1999 saw the official de-consolidation of District #82 into two new districts (#83 and #84). Thus, this "Leadership Team" was given a "new" start. Although charged with building on the previous long-range planning efforts, the team also gathered additional input from the community to further District #84" strategic plan. Their initial goal, which has been achieved, was to have a focused direction for the district in place by the start of the 1999/2000 school year. Three key areas were identified for the improvement and focus: "Student Success", "Conduct", and "Learning Environment & Facilities". Each focus group within the Leadership Team was charged with developing action plans and measurable goals for implementation over the course of the 1999-2000 school year. These plans and goals will be ongoing and will be reviewed periodically by the School Board, with reports to the community as appropriate.

Progress Towards Meeting District Goals

1999-00 Goals

Progress

Students Success – The first area of focus in the action plan has been curriculum development through a process that would ensure a k-12 scope and sequence and that would be embraced by all staff members.

- In December of 1998 the Board adopted a viable K-12 math curriculum, after substantial work by the Math Curriculum Team over an 18-month period. Textbooks have been adopted at the secondary level and materials are being piloted in the elementary level for adoption in the spring of 2000.
- A K-12 language arts curriculum was developed by a curriculum team and adopted by the Board in September of 1999. Textbooks are being reviewed for adoption in spring 2000.
- All appropriate staff members will be trained and will be teaching these curricula, as adopted, by the end of the 1999-2000 school year.

Conduct – Based on data collected over the last several years which shows a high level of suspensions due to assaults, a comparatively high dropout rate, and other indicators, it is clear that fostering pride and respect among students, between students and teachers, and between students and the community is of paramount importance. Two programs are being implemented this year that are designed to address the immediate needs of students at the secondary level.

- "FOCUS on Each Child" is being piloted at the Middle School. Its mission is that each student will be successful and feel connected to staff and school. The program goals are to (i) establish a staff advocate for each student; (ii) establish a process that ensures equal attention to each student; and (iii) provide training and materials to facilitate effective advocacy for and with each student. The effectiveness of the program will be assessed on three plains: (i) use of a control; (ii) use of expectations; and (iii) actual performance in areas of attendance, scholastics, and attitude.
- "PALZ: Peer Assistance Liai Zons" is being implemented at Sandpoint High School. The goals of this program are: to help SHS students, staff and visitors, to welcome students new to Sandpoint, to create and support a Natural Helpers program, to assist and support a school wide mentoring program, to assist and support a school/community mentoring program, to aid in establishing an in-school peer/parent tutoring program, and to assist the counseling department.

Learning Environment/Facilities– During the 1999-2000 school year, a study will be done by an outside consulting firm that is familiar with school district facilities issue. It is expected that this study will provide both immediate goals that can be accomplished with the regular funding available as well as data and direction for a long-term plan.

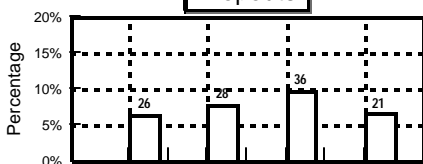
- It is critical that the efforts of the Leadership Team working committee on Learning Environment & Facilities communicate the results of this study as well as be responsive to the community" issues regarding school building maintenance and construction. This is an area where we expect to have a great deal of community involvement.

Student Profiles

Ethnicity

| Race | Male | Female | Total |
|------------|--------|--------|---------|
| White | 49.68% | 46.68% | 96.36% |
| Black | 0.24% | 0.19% | 0.43% |
| Hispanic | 0.97% | 0.90% | 1.87% |
| Nat. Amer. | 0.41% | 0.37% | 0.78% |
| Asian | 0.29% | 0.27% | 0.56% |
| Total | 51.59% | 48.41% | 100.00% |

Dropouts



| Year | Grd. 9 | Grd. 10 | Grd. 11 | Grd. 12 |
|-------|--------|---------|---------|---------|
| 98-99 | N/A | N/A | N/A | N/A |
| 99-00 | 6.42% | 7.78% | 9.73% | 6.54% |

Numbers in graph represent actual dropout counts per grade

Financial Information 1999-00

| | M & O Fund | % | All Funds | % |
|------------------|---------------------|----------------|---------------------|----------------|
| Revenues: | | | | |
| Local Taxes | \$7,340,764 | 37.27% | \$7,340,764 | 32.30% |
| Other Sources | 336,333 | 1.71% | 815,803 | 3.59% |
| State | 12,019,796 | 61.02% | 12,723,299 | 55.99% |
| Federal | 0 | 0.00% | 1,845,177 | 8.12% |
| Total | <u>\$19,696,893</u> | <u>100.00%</u> | <u>\$22,725,043</u> | <u>100.00%</u> |

Supplemental Information:

| | |
|--------------------------|-------------|
| Property Tax Replacement | \$1,869,278 |
| Lottery Revenues | \$151,890 |
| Technology Grant | \$152,624 |

| | Total | % | ADA | Rank |
|------------------------|---------------------|----------------|----------------|-----------|
| Expenditures: | | | | |
| M & O Instruction | \$12,122,642 | 61.90% | | |
| M & O Support Programs | 7,213,983 | 36.84% | | |
| M & O Other | 246,780 | 1.26% | | |
| Total M & O | <u>\$19,583,405</u> | <u>100.00%</u> | <u>\$5,098</u> | <u>66</u> |
| Total ALL Funds | <u>\$22,163,912</u> | <u>100.00%</u> | <u>\$5,770</u> | <u>98</u> |

Tax Levies at 9-1-99

| | Total | Per ADA | Rank |
|----------------------------|-----------------|-----------|------|
| Property Market Values | \$1,907,769,577 | \$496,664 | 16 |
| Total General M & O Levies | 0.002939471 | | 63 |
| Total District Levies | 0.003715983 | | 98 |

Staff Data 1999-00

District Personnel:

| | FTE | ADA to FTE |
|---------------------------|--------|------------|
| Elementary Teachers | 112.40 | 17 |
| Secondary Teachers | 119.70 | 16 |
| Administrators | 20.06 | 191 |
| Other Certified Staff | 22.42 | 171 |
| Total Certified Staff | 274.58 | 14 |
| Total Non-Certified Staff | 140.41 | 27 |

Teachers Salaries:

| | | Rank |
|-------------------------------------|----------|------|
| Beginning Salary on Schedule | \$20,767 | |
| Highest Salary on Schedule | \$41,735 | |
| Average Elementary Teacher's Salary | \$35,728 | 23 |
| Average Secondary Teacher's Salary | \$36,012 | 17 |
| Superintendent's Salary | \$86,622 | 15 |

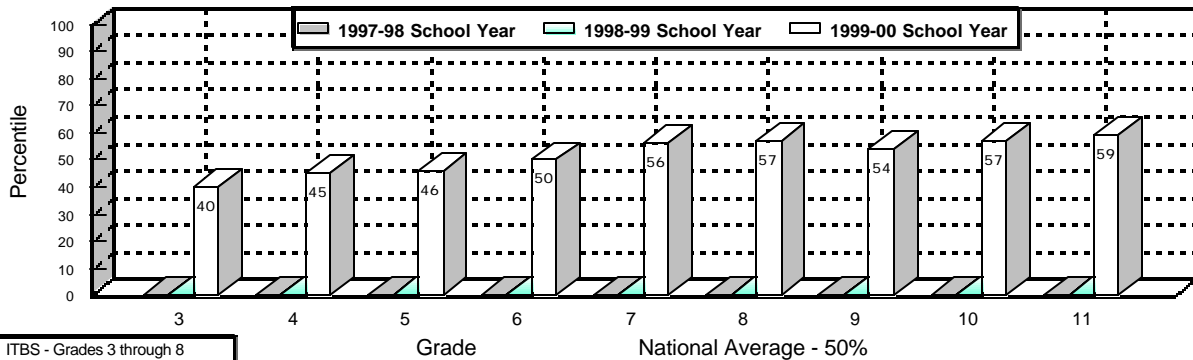
Note: Rank represents how this district compares to the other 112 public school districts in the State of Idaho; high to low (1 being the highest).



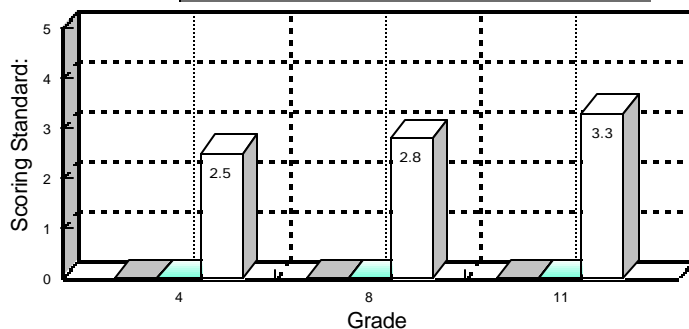
Testing Information 1999-00

Standard Testing Results

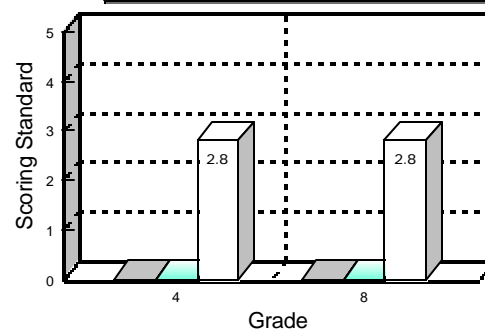
ITBS and TAP



Direct Writing Assessment



Direct Math Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal